PUBLIC, NONPUBLIC AND AEA REFERENCE MATERIAL FOR COMPLETING THE FALL BASIC EDUCATIONAL DATA SURVEY (BEDS)

2008-2009 SCHOOL YEAR

BASIC EDUCATIONAL DATA SURVEY REFERENCE

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Introduction

This document contains instructions for all data collected in the Fall BEDS forms from the Public and Nonpublic schools and AEAs. Therefore, you may not be required to provide some types of information (i.e. Public schools will not provide curriculum data via BEDS). When you have a question, refer to the instructions for that particular form.

BE SURE TO KEEP A COPY OF THE BEDS REPORT FOR YOUR FILES!

Public School District/Nonpublic System/Area Education Agency Data

Information in this section describes the district/system as a whole and should be completed at the central administrative offices.

Non-Licensed Staff:

Public Districts and AEAs

Purpose:

Non-Licensed staff data is collected for state reporting purposes under IAC (Iowa Administrative Code) 281-12.4(10) and for reporting to the National Center for Education Statistics (NCES).

Guidance:

This form requires a gender and racial breakdown of the number of full-time equivalent (FTE) non-licensed personnel employed in the district.

Non-licensed staff includes those individuals who are not required to be licensed according to Iowa Administrative Rule 281-12.4 or the Board of Educational Examiners to perform their jobs. The FTE reflects the number of paid full-time, non-licensed positions in the district. It is determined by summing the full-time and proportions of part-time staff to obtain a total FTE for each category of employees.

FTE = the number of hours per day assigned to a specific position/ the number of hours in a regular work day.

All entries should be rounded to the nearest tenth.

Example:

1. A person employed full-time in the district who works 3 hours a day as a public transportation person (bus driver) and 5 hours a day as a maintenance person would calculate FTEs as follows. The work day is eight hours.

3 hours/8 hours= .375 (or .4 rounded) FTE as transportation personnel

5 hours/8 hours = .625 FTE (or .6 rounded) as maintenance personnel

2. A part-time food services person who works 4 hours per day 5 days a week would be a .5 FTE.

4 hours/8 hour day = .5 FTE as food services

Do Not Include Staff Reported on the Licensed Staff Reports.

Definitions:

Paraprofessionals/Instructional associates: Paid staff who assist licensed staff with routine activities associated with teaching.

Include instructional associates.

Exclude volunteer aides

Library Media Associates: Support staff who render library or media services other than those provided by the Library Media Specialist. This may include duties such as preparing, caring for, and making available to members of the instructional staff the equipment, print and non-print media, transparencies, tapes, television programming, and similar materials (whether maintained separately or as part of an instructional materials center).

District-Wide Administrative Support Staff: Support staff who provide direct support to the District/System/AEA administrators, business office support, data processing, secretarial and other clerical staff.

Business Manager: If your business manager also serves as the Board Secretary, please report the FTE accordingly. If he/she spends 5 hours of an 8 hour day as business manager then report .6 FTE here and .4 FTE under District-Wide Administrative Support Staff.

Building Administrative Support Staff: Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal. This would include clerical staff and secretaries.

Other Administrators: Staff members whose activities are concerned with directing and managing the operations of a particular building or overseeing district-wide functions and <u>are not reported on the licensed staff form</u>. Include persons who assist in the

implementation of the local education agency's policy through supervisory functions, coordinate school instructional activities with those of the district, and manage building and/or district-level operations.

Public Student Transportation: Transportation staff involved with conveying students to and from school, including vehicle operation and maintenance. Supervisors should be reported under other student support.

Operations/Maintenance: Staff involved with keeping the physical building open, comfortable and safe for use and with keeping grounds, buildings, and equipment in effective working condition and state of repair, and with keeping the building clean and ready for daily use and the care and maintenance of vehicles other than those used for student transportation. Supervisors should be reported under other support services.

Food Services: Staff involved with providing food to students and staff. Supervisors should be reported under other student support.

Technology: Staff involved with the districts information technology system, including the student information system, administrative networks, systems analysis and planning, systems application development. Include network administrators, programmers and tech support.

Security: Staff involved with maintaining a secure environment for students and staff. Include campus police, security guards and school crossing guards.

Other Student Support Services: Professional and supervisory staff providing non-instructional services to students. Include attendance officers; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff and of health, transportation, and food service workers not reported elsewhere.

Other Support Services: Support staff not reported in instructional or student support.

Other Non-licensed Professionals: Non-licensed Professional staff not reported elsewhere.

Other Technical Staff: Technical staff not reported elsewhere.

Professional Development:

Public Districts and AEAs

Purpose:

Professional Development data is collected for state teacher quality reporting under IAC (Iowa Administrative Code) 281-83.6(284) and Iowa Code 284.6.

Guidance:

Do not include items such as mandatory trainings, parent-teacher conference days, teachers preparing in their classrooms, staff orientations, or time spent preparing grades, report cards, lesson plans etc.

If your committee hasn't decided how to spend the allocation before Fall BEDS due date, report your best estimate, or enter the amount in 'Other' and let us know the committee hasn't decided how to spent the funds by entering a comment in the comment box.

Definitions:

High Quality Professional Development is defined as activities that target improvements in student learning and achievement. Professional Development priorities must address the Iowa Teaching Standards; career development needs of teachers (District, Attendance Center, and Individual Teacher Career Development Plans); research-based instructional strategies and alignment with the Comprehensive School Improvement Plan student achievement goals. Professional Development should include analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching. The intent of quality professional development is the improvement in instructional practice to affect student learning. Well designed professional development involves teachers in collective learning around district and building priorities and includes collaborative learning opportunities.

Building Level Forms:

The information in this section describes the building level reports and should be completed by the person responsible for the particular information being requested.

Technology:

Public Districts

Purpose:

Technology data is collected for federal and state reporting purposes. Federal reporting falls under Title II, Part D of Elementary and Secondary Education Act as required by the Results Act. The state uses the data for reporting in the annual Condition of Education report under Chapter 256.9 (24) of the Iowa Code.

Guidance:

This form collects data on the unduplicated number of computers available to students for instruction and whether or not those computers have internet access, the type of internet access and the type of internet access provider. This form also collects technology coordinator contact data and whether or not the building has a staffed media center.

Definitions:

Library Media Center: A library media center is an organized collection of printed and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers and administrators. A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center or some other name.

Class Size:

Public Districts

Purpose:

Class size data is collected as part of a continuing effort initiated by the Iowa Early Intervention Block Grant Program (House File 743) in 1999. Iowa's class size reduction goal was established in <u>Iowa Code</u> Chapter 256D.

Guidance:

The Class Size Survey collects information on classroom sections for grades K through 3. This form will only appear for buildings which serve grades K-3. The

count date is October 1. This form is pre-populated with information provided from the previous school year. The number of students, teachers and aides has been zeroed out and must be completed for each section.

Report regular graded classrooms or "home rooms" in kindergarten through grade three.

Do **NOT** include special education, Title I or other "pull-out" classrooms. Do **NOT** count teachers such as art, music or physical education teachers in the number of teachers. These figures should reflect the self-contained or "home room" teacher(s) only.

Do **NOT** count special education teachers or special education instructional aides.

For each classroom, enter the number of students, teachers and aides. For combination classrooms (serving more than one grade level) enter the "Other Grade Description" and add a comment describing the grades served in the classroom.

Each added section must have at least one student and the teacher FTE cannot be zero or blank. Do **NOT** combine classrooms or sections for a grade level! If you have 2 sections of a grade, complete 1 row for **EACH** classroom in that grade level.

The unique identifier may be used to reflect local classroom identification. This field allows 3 characters, and must be unique for each grade. For example, some districts use teacher initials.

If a classroom combines grades (e.g., grades 1 and 2), select Other (specify) from the grade level drop down list and type the description in the "Other Grade Description" box (e.g., 1-2). Complete only the columns necessary for each K-3 classroom in the building, unused columns do not need to be filled with zeros, but may be left blank. If your district offers 1/2-day kindergarten, please enter a teacher FTE of at least 1.0 for each section. This gives the department a more accurate accounting of kindergarten class size.

Things to consider:

- ✓ Do **NOT** combine classrooms for each grade. Data on each classroom is required.
- ✓ Do **NOT** include special education, Title 1, or other "pull out" classrooms.
- ✓ Do **NOT** count art, music, P.E. or other "specialty" teachers in the teacher fte.
- ✓ Do **NOT** count special education teachers or special education aides.

Licensed Staff:

Public Districts, Nonpublics and AEAs

Purpose:

Licensed staff data is collected for state reporting purposes under Iowa Code 256.9 (24), Chapter 12 of Iowa Administrative Code and federal reporting purposes under the No Child Left Behind Act. NCLB requires that all teachers of core academic subjects in the classroom be highly qualified. The data is also used for reporting to National Center for Education Statistics (NCES).

Guidance:

General Guidance:

Licensed staff includes those individuals who are required to be licensed according to Iowa Administrative Rule 281-12.4 or the Board of Educational Examiners to perform their jobs.

Due to its size and complexity, staff information is divided into four forms. Dividing staff information into sections improves the efficiency of the data collection website. The overall design of the licensed staff forms on the web site is to bring up the smallest amount of information necessary to complete the updating of existing staff and addition of new staff members. The Department recommends licensed staff forms be completed according to the following steps:

Step 1- Licensed Staff Salary form

Update each staff member's salary and contract information on this form. Also delete those staff members who are no longer with the district.

Step 2- Licensed Staff Detail form

Update assignments and other personal information for those staff members requiring updating. Also, use this form to add new licensed staff members. This form retrieves a greater amount of information and is not as fast as the Licensed Staff Salary form. Use it only when necessary.

- ✓ Do not add new staff by typing over someone's name with a new staff member. You will not be able to change the social security number. This will assign the previous staff member's social security number to the new staff member
- ✓ To add new staff, click the add button.

Step 3- Licensed Staff Assignment form

Once all licensed staff members have been updated, deleted, or added, the superintendent or designee must review the licensed staff in each building and their assignments.

Step 4- Licensed Staff Verification form

Once all licensed staff assignments have been approved; allow overnight processing before completing the Staff Verification form. Use this form to see which teachers have expired licenses, are teaching outside of endorsed area, are not properly endorsed for the assignment etc. Staff with licensure issues will be highlighted in yellow on the staff assignment form. Click on the "E" in the right hand column to bring up the staff persons endorsements and to see which assignments need attention. As the staff update their endorsements, renew licenses etc., the yellow highlight will disappear. Header codes have been eliminated from the choice of codes available. Because of this you may see assignments highlighted in red. You will need to choose a different assignment code. This form is also used to indicate the special education delivery method used for a special education assignment, and where the district needs to check the assurance for their at-risk teachers.

✓ The district will not be allowed to certify until all issues have been resolved.

Licensed Staff Salary Guidance:

The Licensed Staff Salary report is used to update each licensed staff member's salary and contract information and to delete staff no longer with the district. The Licensed Staff report is building level and the district/AEA/nonpublic school should report all Licensed Staff by their primary building.

A staff member can be deleted by placing a check in the Delete box to the left of the staff person's name and clicking the Update button. The person will be deleted from this form and the Licensed Staff Detail and Assignment forms. Staff changing buildings within the district do not need to be deleted. The primary building may be changed on the Licensed Staff Detail report. Staff members who are on a leave-of-absence and are not teaching during the current year, but may be coming back to teach in subsequent years, should be deleted from the current staff listing.

Contract type (full-time or part-time) and contract days may also be updated on this form.

Contract Type:

<u>Full-time</u>- Licensed staff contracted by the district to provide services every day, all day for the full school year.

<u>Part-time</u>- Any licensed staff, contracted by the district, who does not satisfy the criteria for a full-time employee.

Contract Days:

Contract days are the number of days of employment specified in the contract.

Licensed Staff Salary is divided into three parts:

Regular Salary (including Base, Phase I & II, Teacher Compensation, & Professional Development)

+

Market Factor Compensation

+

Extra duty/curricular

✓ Licensed Staff Salary should not include compensation for social security, medical insurance, IPERS or other fringe benefits.

Regular Salary - Regular salary is the portion of the contract salary paid for "regular" responsibilities associated with the staff member's position, e.g. teacher, principal, etc. It should include:

- ✓ Salary from a regular administrator or teacher contract authorized by Sections 279.24 and 279.13 of the Code for performing instruction duties;
- ✓ Funds from Phases I and II of the Educational Excellence Program;
- ✓ Teacher Compensation from the Teacher Quality Program.
- ✓ Professional Development funds paid as salary.

Market Factor Compensation - The portion of salary paid to teachers to compensate for: geographic differences; hard-to-staff schools; subject-area shortages; or improving the racial/ethnicity diversity of local teaching staff.

Extra Duty - The portion of salary paid for extra-curricular/extra duties such as coaching, yearbook, serving as a mentor, extended contract, or school organization sponsorship or supervision.

The minimum base contract salary for full-time public school teachers in 2008-2009 is \$28,000.

Licensed Staff Detail Guidance:

The Licensed Staff Detail form allows districts to update information on existing Licensed Staff, such as assignments and degrees earned, and add new staff. The Licensed Staff Detail report is a building level report and staff are assigned to one building as their primary building. Districts should report all Licensed Staff for whom they hold the contract.

To select an existing staff person assigned to a building click on the Building Staff dropdown list and scroll to the name of the person then click the Select button.

The staff person's detail form will open and be available for editing. All items may be edited with the exception of social security number and birth date. If you discover an error in these fields contact the department for assistance in making the correction.

✓ Please note that the salary information must be entered first before the other detail information may be updated unless this staff person is shared with another district and you do NOT hold the contract, or this is a non-employee coach.

If a staff member is moving from one building in the district to another within the district, select the new building from the Primary Building dropdown menu and click update. Staff persons who have responsibilities at more than one building should be included on the list for the building in which they fulfill their primary responsibility.

The bottom portion of the Licensed Staff Detail report lists all of the assignments and grade levels served by the staff person. These will be pre-filled with the previous year's information. Assignments no longer covered by the staff person should be deleted by placing a check in the Delete box next to each assignment.

New assignments may be added by clicking the Add Assignment button. A blank assignment information box will open. Each assignment requires five pieces of information: Position, assignment, sections, grades covered and whether or not the assignment is a shared assignment with another district. To select a position, click on the position dropdown list and scroll to the position. The assignment may either be typed or selected from the assignment dropdown list. Assignment codes are divided into the following categories:

0101 to 3020 are 9-12 assignments
4001 to 4006 are Administrative assignments
5001 to 5037 are Director/Coordinator Assignments
6001 to 6046 are PK-8 assignments
7001 to 7029 are Support and Related Services assignments
8002 to 8014 are Special Education Instructional assignments
9001 is the Coaching assignment
9002 is the Non-Employee Coaching assignment
9501 is the School Nurse assignment

Place a check in the box for each grade covered by the assignment.

Districts should report all licensed staff for which they hold the contract. If your district shares a staff person (shared with another district) change the shared checkbox to 'Yes' on the shared assignment. Report the salary as you have in the past.

If you are the district that contracts with another district for staff, but do NOT hold the contract, enter that staff person and change the shared checkbox to 'Yes'. Do not report any salary for this shared staff person. Contract Type should be 'Part-time'.

Enter the number of sections taught for each teaching assignment.

Sections Guidance:

General Elementary Classroom:

✓ Report the number of sections based on the number of different groups of students per assignment that you teach.

Pull-Out Programs:

✓ Report as one (1) section.

Special Education:

- \checkmark If this assignment is for a pull-out program, then report as one (1) section.
- ✓ If this assignment is a regularly scheduled class, then report the number of sections based on the number of different groups of students per assignment you are working with.
- ✓ If the special education teacher is in a regular classroom with a regular education teacher (co-teaching), then the number of sections would be determined by the number of groups the special education teacher is working with.

Middle/High School:

✓ Report the number of sections based on the number of different groups of students per assignment that you teach.

At-Risk:

✓ Report as one (1) section.

Scheduled before and after classes:

✓ Report as one (1) section if the student earns credit (ex: yearbook).

Definitions:

Group: One or more students at the same time.

Pull-Out: Student leaves a regularly scheduled class for specialized instruction.

Adding New Licensed Staff:

- ✓ Do not add new staff by typing over someone's name with a new staff member. If you do this, you will not be able to change the social security number. This will assign the previous staff member's social security number to the new staff member.
- ✓ To add new staff, click the add button.

New licensed staff members are added on the Licensed Staff Detail form by clicking the Add button near the top of the form.

Enter either the new staff member's social security number or folder number and click the Query button.

A detail form will open up. If the person taught at an Iowa K-12 accredited school or AEA last year some of their information will be displayed. Enter the remaining information. If the person is new to K-12 education the form will be blank. Click Update to save your changes.

Licensed Staff Assignment Guidance:

After all staff information has been updated, the last step is to review and approve all staff assignments by building. This is done by selecting Licensed Staff Assignment from the Forms menu and clicking Go.

Either the Superintendent or his or her designee needs to review the staff assignments for each building. You will need to address any issues related to endorsements, special education delivery method, and at-risk. These issues will appear in yellow. These can be addressed by selecting the letter that appears in the "Status" column. That staff member's staff verification page will appear for editing. Once all staff verification issues are addressed, the Assignment Approval button will appear. If all assignments are correct, click on the Assignment Approval button to approve the current building's assignments. Each building's staff assignments in a district must be approved. To navigate to a different building, select the building from the School menu and click Go. That building's staff assignments will appear for approval.

If one or more of the assignments is incorrect, click on the staff member's name. That staff member's detail page will appear for editing. To return to the Licensed Staff Assignment page, choose the Licensed Staff Assignment form from the Forms menu and click Go.

Coaching and Advising Questions

Assignments reported on Fall BEDS would not have to include <u>academic</u> coaching assignments. However, <u>athletic</u> coaching requires a coaching endorsement or authorization, and therefore would be included in the assignment reporting. We are only looking for regular duty assignments, unless the extra duties require an endorsement or authorization, such as athletic coaches. Extra duty pay should be reported for all extra duty assignments.

Talented and Gifted Questions:

1. When did the TAG endorsement requirements become effective? August 1995

2. What is the holder of this endorsement authorized to do?

The holder of the talented and gifted endorsement is authorized to serve as a teacher or a coordinator of programs for the gifted and talented from the pre-kindergarten level through grade twelve. This authorization does not permit general classroom

teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.

3. What are the program requirements?

Completion of twelve semester hours of course work to include:

- a. psychology of the gifted
- b. programming for the gifted
- c. administration and supervision of gifted programs
- d. practicum experience in gifted programs

4. Will teachers in specific subject areas (i.e. science, math, history) be required to hold this endorsement if they teach gifted students in their respective endorsement areas?

No.

5. Are any teachers "grandfathered in" who will not need to obtain this endorsement to teach talented and gifted students?

Any teacher licensed in an instructional area before August 31, 1995 will continue to have the same general authority to teach in programs for the talented and gifted as is currently vested in the license. For example, an elementary teacher licensed in 1990 will continue to be eligible to teach elementary gifted and talented classes.

If a person is licensed in Iowa prior to 1995, the person is authorized to teach TAG without the TAG endorsement.

6. Will the BOEE add the TAG endorsement to the licenses of any of the people who have been "grandfathered in"?

No, the endorsement will only be added upon the applicant completing an institution's program.

ESL Questions:

1. Who is authorized to teach ESL without the specific endorsement?

If a person held an Iowa teaching license prior to October 1, 1988, that person is authorized to teach ESL on the level where that person is currently licensed. Thus if a person held the general elementary endorsement prior to 1988, that person can teach elementary ESL.

2. May a teacher teach in a bilingual classroom without the ESL endorsement?

Yes, the teacher must hold the proper content area and grade level endorsement, because Iowa does not have a bilingual education endorsement.

Middle School Endorsement Question:

1. Who may teach in a Middle School?

An elementary teacher licensed before October 1, 1988, is authorized to teach in grades K-8 except in the subject areas of art, music, industrial arts, physical education, special education and reading.

An elementary teacher licensed after October 1, 1988, is authorized to teach in grades K-6 except in the above mentioned specialty areas. In grades 7 and 8, the elementary teacher must hold the specific content endorsement. For example, if the teacher holds the K-8 math endorsement, he/she can teach 7th & 8th grade math. However, that teacher could not teach 7th & 8th grade English because he/she does not hold the K-8 English endorsement.

The secondary level teacher licensed before October 1, 1988, is authorized to teach in grades 7 & 8 all subjects except the specialty ones noted above. In grades 5 and 6, the teacher must hold the specific content endorsement. For example, if the teacher holds the 5-12 math endorsement, he/she can teach 5th & 6th grade math. However, that teacher could not teach 5th and 6th grade English because he/she does not hold the 5-12 English endorsement.

The secondary level teacher licensed after October 1, 1988, is authorized to teach only in the content areas listed on the license. Thus this teacher can only teach math in grades 7 & 8 if he/she only holds the 5-12 math endorsement.

The person licensed with the 5-8 middle school endorsement may teach all subjects grades 5-8 except art, music, physical education, industrial arts, special education and reading.

At Risk Questions:

1. What endorsement must an at-risk teacher hold?

Since there is no specific endorsement for teaching at-risk students, the licensure requirements indicate that the instructor must hold the endorsement applicable for the level of instruction.

Therefore, a teacher who holds the general elementary classroom teaching endorsement is authorized to teach elementary level (grades K-6) at-risk students and a teacher who holds a secondary level endorsement is authorized to teach secondary level (grades 7-12) at-risk students.

2. Is an at-risk coordinator required to be licensed?

If the position is K-12 at-risk coordinator and does not involve direct instruction of students, the coordinator is required to hold a teaching license but is not required to be licensed on both levels. However, if the coordinator also instructs on one or both levels, then that coordinator must be properly endorsed on the applicable levels.

Thus, if the K-12 coordinator organizes the program by working with the secondary teachers but instructs the elementary students, the coordinator would only have to hold the general elementary classroom teaching endorsement.

Licensed Staff Verification Guidance:

This form is used to assure that students are getting the best education possible. This checks the license/endorsement of licensed staff with their assignments to assure that the

requirements of Chapter 12 and the Board of Educational Examiners, as well as NCLB are being met.

The federal legislation called for all teachers to be "highly qualified" by the end of the 2005-06 school year. The required core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. These areas apply to all elementary and secondary teachers who are teaching in facilities or buildings under the authority of the local school district. A special education teacher who teaches any of these academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be considered under the supervision of a teacher who is licensed appropriately for the academic area. If an LEA does not have all teachers in the core academic areas currently highly qualified, the LEA must develop a plan to ensure that all teachers will be highly qualified. This plan must be on file at the local district level.

The following issues are addressed in the Staff Verification section of the Licensed Staff Assignment form:

- ✓ mismatches of endorsements and assignments
- ✓ assignment errors
- ✓ assurances (at-risk)
- ✓ special education delivery system check

A status column appears on the Licensed Staff Assignment form. If an assignment is highlighted in yellow and one of the following letters appears in the status column, the assignment must be addressed before the Approve Assignments button appears on the Licensed Staff Assignment form.

Status Column Indicators:

S = Special Education Delivery System must be checked

A= At-Risk Assurance must be checked

E=Endorsement issue must be addressed.

Endorsements:

The endorsements that the teacher holds are listed below the assignments. If you click on
the Endorsements for Assignment button, a list of endorsements required for the teaching
assignment in error will appear. If you check Working with DE, please enter the name of
the person you are working with and the status of the progress in the comment box. (ex:
Teacher sent in paperwork for the endorsement to licensure on 6/26/08. Working
with).

Special Education Delivery System:

- 1. Provide services through the consultative model
- 2. Must carry academic core content endorsement to deliver content
- 3. Core content delivered in special education classroom with alternate assessment
 - ✓ Check box will appear when special education teacher is selected.
 - ✓ Must choose at least one of the three options, can choose more than one.
 - ✓ If core content is selected, endorsements must match core content that is delivered
 - ✓ If core content is selected, teacher must have a core content assignment.

Special Education Consultative Model - 2 Approaches

- ✓ Consultative: Content-endorsed teacher provides content instruction and the special education teacher provides strategy and skill instruction to students with IEPs outside of the general education class. The special education teacher also serves as a consultant to the general education teacher in such areas as IEP accommodations, application of skills in the general education setting, goal progress, and several other areas.
- ✓ Co-teaching: Special education teacher and general education teacher are both physically present in the classroom to meet the content and skills needs of students.

Core Content

✓ Special education teacher carries the appropriate endorsement to teach core content (math, science, etc.). If core content is selected, teacher must have a core content assignment.

Alternate Assessment

✓ Teachers of students who are assessed against alternate standards are considered highly qualified if they carry the appropriate special education endorsement for their student population (Strategist II, etc)

Reverse Consultation Guidance:

All special education teachers are considered highly qualified if they provide services through the consultative model and are appropriately licensed by the state of Iowa. The model calls for the majority of students with disabilities to receive core content instruction in the general education setting from a core content endorsed teacher, with the special education teacher providing consultative or co-teaching services. For the small number of students with more significant disabilities (who are expected to achieve at district standards rather than alternate standards), the consultative model allows for

delivery of instruction in a segregated setting by the special education teacher with the core content teacher providing consultative services.

Guidance to the school and AEA administrators and teachers has been that this small group of students typically consists of 10 to 15 percent of the IEP population. The percentages are provided as guidance rather than as formula standards that must be met. The students typically have significant cognitive or behavioral disabilities, but are in district assessments rather than alternate assessments. A reading disability would not constitute a cognitive disability in and of itself. In order for this type of consultation to meet the integrity and spirit of NCLB and IDEA 2004 HQT requirements it must be implemented in the following manner.

The special education teacher and core content endorsed teacher must have "regular and frequent" consultation. The phrase "regular and frequent" is not measurably defined; however, it would certainly occur in a variety of settings (regular meetings, staff development activities, before and after school, etc.) and would be frequent enough for both teachers to be able to articulate what the other is doing in the respective classrooms and how those classrooms reflect the same standards and comparable curriculum. Additionally, the curriculum is considered under the supervision of the core content endorsed teacher, while the special education teacher is responsible for IEP progress and appropriate instructional strategies.

In reverse consultation, general and special education teachers jointly assess the progress of the student and both names should appear in district documentation for the student's earned credit (course transcript, report cards, or other official documentation).

Core Content Teacher
Content expert
Assigns student grade with special
education teacher
Assures progress in course
Certifies student has met course
requirements

Special Education Teacher
Strategy expert
Ensures student makes progress toward
IEP goals
Ensures student receives IEP services
Ensures appropriate accommodations

Assurance for At-Risk/Alternative School

Teachers in At-Risk/Alternative Schools

✓ Must carry academic core content endorsement to deliver content

OR

✓ Provide content through the consultative/co-teaching model

Check box assurance will appear when At-Risk Teacher is selected

The district assures that the teacher meets the definition of highly qualified. Core Content is delivered in the alternative/at-risk classroom by a teacher who holds the appropriate licensure of the classes taught and/or through the consultative/co-teaching model for the classes taught that the teacher does not hold the appropriate licensure.

For teachers of special education who are assigned to the at-risk/alternative school, the staff verification for special education "trumps" the assurance for at-risk/alternative school assurance.

Highly Qualified Teacher Legislation in Alternative High Schools:

Teachers in alternative high schools must meet NCLB and IDEA 2004 requirements for highly qualified teachers. The legislation primarily focuses on the requirements of core content endorsement for every subject matter taught. For example, if a student in an alternative high school is receiving a math credit, the course must be taught by a math endorsed teacher.

Ideally, all teachers in alternative high schools carry appropriate endorsements for the core content areas they are teaching. When that is not immediately possible, teachers may meet the legislation through the following requirements:

- ✓ Alternative high school teachers (both special education and general education) who do not carry the appropriate endorsement must have "regular and frequent" consultation with a core content endorsed teacher. That means that both the alternative high school teacher and the core content endorsed teacher must be thoroughly familiar with the strategies the other is using, with the progress of students in the traditional curriculum, with the classroom assessments that each teacher is using, and with core content effective teaching practices. The consultation can take place through staff development opportunities, departmental staff meetings, regularly scheduled consultation, email and telephone consultation, and other means.
- ✓ The curriculum must be considered under the supervision of an appropriately endorsed teacher. Subsequently, the core content endorsed teacher must be listed on such documentation as report cards or transcripts. The state recommendation is that the core content teacher and the teacher in the alternative high school jointly assign the student's grade based on their consultation.

Alternative high school special education teachers:

✓ A special education teacher with an appropriate core content endorsement (math endorsement for math instruction) in an alternative high school is highly qualified.

- ✓ A special education teacher co-teaching with an appropriately endorsed (math endorsement for math instruction) alternative high school teacher in an alternative high school is highly qualified.
- ✓ A special education teacher co-teaching with an alternative high school teacher who does not carry the appropriate endorsement for the subject is considered highly qualified if the special education teacher and the alternative high school teacher are having regular and frequent consultation with an appropriately endorsed teacher.

A model of instruction that meets the highly qualified teacher legislation is a web-based or ICN course taught by a core content endorsed teacher with the alternative high school teacher serving as an on-site coach. Web-based or online courses that are not taught by core content endorsed teachers do not meet the highly qualified teacher legislation.

Districts are encouraged to consider the spirit and intent of the NCLB and IDEA 2004 highly qualified teacher requirements and the DE guidance on "regular and frequent" consultation and "under the supervision of an appropriately licensed teacher" for both general education and special education alternative high school teachers. The intent of the legislation is that alternative high school students have the same access to the expertise of a content endorsed teacher as their counterparts in traditional high schools.

For more information contact:

Norma Lynch (515)-281-6038 or norma.lynch@iowa.gov Iowa Department of Education Consultant for Highly Qualified Teacher Legislation

Use of Title IA and IIA Funds

Beginning with the 2007-2008 school year, districts <u>not meeting</u> the criteria of 100 percent of Highly qualified Teachers <u>will be required</u> to dedicate Title IA and Title IIA funds to ensure that teachers not meeting the criteria become highly qualified or provide evidence that Highly Qualified Teachers have been assigned and the district meets the Highly Qualified Standard.

- ✓ Title I A: Schools who fail to achieve 100% highly qualified teacher status are required to commit no less than 5% and no more than 10% of Title IA funds towards helping teachers toward HQT. Contact: Paul Cahill, Iowa DE, paul.cahill@iowa.gov or 515-281-3944.
- ✓ Title IIA:
 Contact Jim Reese, Iowa DE, <u>jim.reese@iowa.gov</u>, or 515-281-4158

School districts failing to meet the goal of 100 percent highly qualified teachers assigned to core content classes for 2 consecutive years will be required to develop a plan for meeting this requirement. The plan will be kept on file locally.

Teacher FTE:

Public Districts, Nonpublics

Purpose: Teacher FTE data is collected for reporting to National Center for Education Statistics (NCES).

Guidance:

General Guidance:

The Teacher Full-time Equivalency (FTE) report indicates the number of teacher FTEs for each grade level in a building. All teachers providing instruction to students should be included in the teacher FTE count. Staff who do not provide instruction such as administrators, librarians and counselors should not be included in the count. Specialty teachers such as music, art, special education and PE are split between the grade levels they serve.

Teacher FTE is calculated as follows:

FTE = the number of hours assigned to a specific position/ the number of hours in a regular work day Example:

1. A person employed full-time in the district who works 3 hours a day as a 6th Grade Teacher and 5 hours a day as a 7th Grade teacher would have the following FTEs: (the full-time work day is eight hours).

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3 hours/8 hours= .375 (or .4 rounded) FTE in the 6th grade line
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5 hours/8 hours = .625 FTE (or .6 rounded) in the 7th Grade line

- 2. A full-time special education teacher serving grades 6, 7 and 8 in a middle school would be counted as a .3 in each grade 6-8.
- 3. A part-time music teacher working 4 hours a day for grades 1-5 would be a .1 in each grade 1-5.

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4 \text{ hours}/8 \text{ hours} = .5 \text{ FTE}
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Specialty teachers (i.e. music, art, PE, etc.) and Special Education teachers should be split among the grade levels they serve. Do not report librarians or counselors in the FTE count, unless they are teaching a class.

Curriculum:

Nonpublics

Purpose: Curriculum data is collected in accordance with Iowa Administrative Code 12.5(5).

Guidance:

General Guidance:

Curriculum data is collected from nonpublic schools serving grades 9-12. The curriculum report will display all courses reported the previous school year with enrollment set to zero. The courses are divided into program areas: language arts, fine arts, foreign language, health, mathematics, physical education, science, social studies, vocational, and other. Selecting an area from the Program Area dropdown list and clicking the Go to Program Area button will pull up the list of courses for that area.

Enter the number of boys and girls enrolled in each course. If a course will not be offered this school year type DEL in the box to the left of the course name. Click Update to save the changes.

To change NCES coding for a listed course, click Edit next to that course. A screen showing all course information will appear.

Once all courses on a page have been updated, click the Update button to save the information. After clicking Update, look for the update successful message. A page may be updated at any time to save changes! To move to a different subject area, select appropriately from the Program Area drop-down menu and click Go To Subject Area. Be sure to update all program areas! The certification page will not show this form as complete until each course either show male and/or female enrollment, or the course has been deleted. If your district falls short of units in any accreditation area, a warning in blue will appear. This warning will appear until the minimum number of courses, with enrollment, is added to the file.

To add a new course, click Add and a form will appear.

Complete all of the information and click Update to add the course. If you decide not to save this course, click Abandon Add and you will return to the first curriculum page.

You may click the List Courses in Subject Area button for a listing of all courses in all program areas. This feature will facilitate printing a copy for your records.

Definitions and examples of NCES course coding are found in <u>Chapter 7</u> of the Helps System. The NCES course code system is available on the web at http://www.iowa.gov/educate/content/view/44/907/1/3/.html.

A unit of credit is equivalent to a 1 period class being taught all year. For specific information regarding high school accreditation, contact your School Improvement Consultant.

Course Enrollment: This final entry for each course will reflect the actual or anticipated enrollment this school year. Be sure to sum enrollments for multiple offerings or sections of the same course. Report the number of males and females in each course in the spaces provided.

For year long courses offered and taught at the secondary level, enrollment is to be reported for the first semester and estimated in the second semester. Include only those courses for which credit is awarded.

For the first semester courses, the enrollment for a 1-unit course is the course enrollment as of the October 1.

To estimate the total enrollment for a course to be offered in subsequent semesters that is part of a sequence of courses (e.g., Computer I and Computer II), use the number of students enrolled in the initial course of the sequence.

Provide the best estimate for enrollment in elective courses offered in semesters later in the school year.

Definitions of NCES course code components.

The following information refers to the NCES Course Code Manual. Copies of this manual were sent to each building administrator in the state. If you need a copy of this document, it is available at http://www.iowa.gov/educate/content/view/44/907/1/3/.

<u>Course Title:</u> The course title or name is selected from the NCES Classification Manual. It should appear exactly as written in the manual.

<u>Subject Area Code</u>: This code refers to the 29 subject areas provided by NCES. This number is always the first two of four digits associated with each course (i.e. 2041 Algebra II, subject code = 20 Mathematics)

<u>Course Title Code:</u> This code refers to the course title within each of the 29 subject areas. This is always the last two of four digits associated with each course (i.e. 2041 Algebra II, course title= 41 Algebra II)

<u>Level</u>: Level refers to the 10 NCES level codes. Each level indicates whether each course is targeted at a specific population of students (i.e. Level 5= Honors courses).

<u>Units:</u> In completing the BEDS curriculum report, the terms, unit and credit are used synonymously. The Iowa Administrative Code refers to units, and the manual refers to credits. In essence, Carnegie units are to be reported. They will indicate the amount of

credit given to students upon successful completion of a course.

According to the Iowa Administrative Code 12.5(18), one unit of credit is given for a course which is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; or it is an equated requirement as a part of an innovative program filed as prescribed in subrule 12.1(6) of the Iowa Administrative Code. A fractional unit shall be calculated in a manner consistent with this standard. This definition will continue to be used for reporting purposes. Page 15 in the NCES manual presents the codes for credits.

<u>Sequence Term and Sequence Year:</u> Sequence term and sequence year (two separate entries on the form) are designed to describe whether the courses offered by the school are sequential and, if so, to indicate the nature of the sequence. Codes for sequence term can be found on page 17 of the NCES manual, and codes for sequence year can be found on page 18.

Based on the assumption that courses meet for one period per day, five days per week for the duration of the school year, courses that meet all year can be reported either as semester, trimester, or yearlong courses. Semester courses would require two entries each reflecting a .50 unit value, trimester courses would require three entries each reflecting a .33 unit value, and year-long courses would require one entry reflecting a 1.00 unit value.

Sequence Term, Sequence Year and Units Guidelines

The following general rules regarding sequence term, sequence year and accompanying units are intended to serve as guidelines for coding:

Sequence Term Coding

1. Courses that are NOT part of a multi-term sequence of courses are coded 0 (zero) for sequence term and zero for sequence year.

Examples:

Iowa History (semester course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	26	4	.50	0	0	1	2	2

Geometry (Year-long Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
20	34	4	1.00	0	0	1	3	0

2. Courses that ARE part of a multi-term sequence of courses are coded 1 and 2 for schools that are on a semester plan, and 1, 2, and 3 for schools operating on a trimester.

Examples:

Auto Mechanics- Diagnosis and Repair (Trimester Course)

Subject	Course	Laval	Linite	Sequence Term	Sequence	Subject	Subject	Subject
Area	Title	Levei	Omis	Term	Year	Field 1	Field 2	Field 3
9	12	4	.33	1	0	2	4	7

Auto Mechanics- Electrical/Electronics (Trimester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
9	12	4	.33	2	0	2	4	7

Auto Mechanics-transmissions (Trimester Course)

Subject	Course	Laval	Linita	Sequence Term	Sequence	Subject	Subject	Subject
Area	Title	Levei	Omis	Term	Year	Field 1	Field 2	Field 3
9	12	4	.33	3	0	2	4	7

Sequence Year Coding

1. Courses that are NOT part of a multi-year sequence of courses are coded 0 (zero) for sequence year.

Examples:

Iowa History (Semester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	26	4	.50	0	0	1	2	2

Geometry (Semester Course)

Subject	Course	Lavial	Linita	Sequence Term	Sequence	Subject	Subject	Subject
Area	Title	Levei	Units	Term	Year	Field 1	Field 2	Field 3

_	-							
20	34	4	1.00	0	0	1	3	0

2. Courses that ARE part of a multi-year sequence are coded 1 for the first year, 2 for the second year, etc.

Examples:

French I (Year-long course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
12	05	4	1.00	0	1	1	0	1

French II (Year-long Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
12	05	4	1.00	0	2	1	0	1

US History I (Semester Course)

Subject	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	21	4	.50	1	1	1	3	1
27	21	4	.50	2	1	1	3	1

US History II (Semester Course)

Subject Area	Course Title	Level	Units	Sequence Term	Sequence Year	Subject Field 1	Subject Field 2	Subject Field 3
27	21	4	.50	1	2	1	3	1
27	21	4	.50	2	2	1	3	1

Subject Fields:

The subject fields are designed to further describe distinctions among courses that fit a single classification description or to convey pertinent information that was not included in the basic course descriptions. The following information is provided in the subject fields:

- ✓ Information regarding the intended experiences available to students enrolled in the course
- ✓ Main emphasis of the course
- ✓ Type of credit received upon successful completion
- ✓ Detail regarding course content

It is important to note that the three subject fields for all vocational courses are identically defined and coded. They are Occupational Program, Applied Experience, and Academic Integration.

The codes for the vocational subject fields can also be found at the beginning of each vocational subject area section of the manual as well as on page 20 for Occupational Program, page 22 for Applied Experience, and on page 23 for Academic Integration.

The subject field codes for each of the non-vocational subject areas can be found in each subject area section of the manual.

Accreditation Program Area:

This entry will allow the district to indicate in which of the nine accreditation content areas required by Iowa law a course is to be counted. The codes for these nine content areas are:

- 1 Language Arts
- 2 Fine Arts
- 3 Foreign Language
- 4 Health
- 5 Mathematics
- 6 Physical Education
- 7 Science
- 8 Social Studies
- 9 Vocational
- 0 Other

Example:

Journalism is included in the new coding system as a Mass Communication course (See page 147 of the NCES manual). Mass Communication is not one of the nine required accreditation content areas. If a district or school considers Journalism as an English/Language Arts course, the accreditation code would be 1.

Iowa Administrative Code 281-12.5(5)

12.5 (5) *High school program, grades 9-12*. In grades 9 through 12, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule **12.5** (14). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5 (5)"c"; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5 (5)"i." Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.

In implementing the high school program standards, the following curriculum standards shall be used.

- a. English-language arts (six units). English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.
- b. Social studies (five units). Social studies instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and cause and effect. Instruction in United States government shall include an overview of American government through the study of the United States Constitution, the bill of rights, the federal system of government, and the structure and relationship between the national, state, county, and local governments; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. Students' knowledge of the Constitution and the bill of rights shall be assessed. Economics shall include comparative and consumer studies in relation to the market and command economic systems. Geography shall include the earth's physical and cultural features, their spatial arrangement and interrelationships, and the forces that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated. All students in grades nine through twelve must, as a condition of graduation, complete a minimum of one-half unit of United States government and one unit of United States history and receive instruction in the government of Iowa.
 - c. Mathematics (six units). Mathematics instruction shall include:

- (1) Four sequential units which are preparatory to postsecondary educational programs. These units shall include strands in algebra, geometry, trigonometry, statistics, probability, and discrete mathematics. Mathematical concepts, operations, and applications shall be included for each of these strands. These strands shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.
- (2) Two additional units shall be taught. These additional units may include mathematical content as identified in, but not limited to, paragraphs 12.5 (3)"c,"12.5 (4)"c," and 12.5 (5)"c"(1). These units are to accommodate the locally identified needs of the students in the school or school district. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.
- d. Science (five units). Science instruction shall include biological, earth, and physical science, including physics and chemistry. Full units of chemistry and physics shall be taught but may be offered in alternate years. All science instruction shall incorporate hands-on process skills; scientific knowledge; the application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.
- e. Health (one unit). Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and nonuse; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.
- f. Physical education (one unit). Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.

All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth-grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

- (1) The student is enrolled in a cooperative, work-study, or other educational program authorized by the school which requires the student's absence from the school premises during the school day.
 - (2) The student is enrolled in academic courses not otherwise available.
- (3) An organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

Students in grades nine through eleven may be excused from the physical education requirement in order to enroll in academic courses not otherwise available to the student if the board of directors of the school district in which the school is located, or the authorities in charge of the school, if the school is a nonpublic school, determine that students from the school may be permitted to be excused from the physical education requirement.

A student may be excused by the principal of the school in which the student is enrolled, in consultation with the student's counselor, for up to one semester, trimester, or the equivalent of a semester or trimester, per year if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. The student seeking to be excused from the physical education requirement must, at some time during the period for which the excuse is sought, be a participant in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

The student's parent or guardian must request the excuse in writing. The principal shall inform the superintendent that the student has been excused.

- g. Fine arts (three units). Fine arts instruction shall include at least two of the following:
- (1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.
- (2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.
- (3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.
- (4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.
- h. Foreign language (four units). The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; ratable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.

All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a licensed/certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.

i. Vocational education-school districts (three units each in at least four of the six service areas). A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education,

business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competencybased; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multioccupations cannot be used in the same sequence. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281-subrule 46.7(10), paragraph "g."

- (1) A service area is the broad category of instruction in the following occupational cluster areas (definitions are those used in these rules):
- (2) "Agricultural education programs" prepare individuals for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles, as they relate to agriculture. Agricultural education focuses on, but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics marketing, and leadership development.
- (3) "Business and office education programs" prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.
- (4) "Health occupations education programs" prepare individuals for employment in a variety of occupations concerned with providing care in the areas of wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instruction offered encompasses varied activities in such areas as dental science, medical science, diagnostic services, treatment therapy, patient care areas, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing or credentialing to practice, or to use a specific title.

- (5) "Home economics education programs" encompass two categories of instructional programs:
- 1. "Consumer and family science" programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing and textiles.
- 2. "Home economics occupations programs" prepare individuals for paid employment in such home economics-related occupations as child care aide/assistant, food production management and services, and homemaker/home health aide.
- (6) "Industrial education programs" encompass two categories of instructional programs-industrial technology and trade and industrial. Industrial technology means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impact of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy. Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.
- (7) "Marketing education programs" prepare individuals for marketing occupations, including merchandising and management-those activities which make products and services readily available to consumers and business. Instruction stresses the concept that marketing is the bridge between production (including the creation of services and ideas) and consumption. These activities are performed by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit business firms.
- (8) "Sequential unit" applies to an integrated offering, directly related to the educational and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment. A unit is defined in subrule **12.5** (18).
- (9) "Competency" is a learned student performance statement which can be accurately repeated and measured. Instruction is based on incumbent worker-validated statements of learner results (competencies) which clearly describe what skills the students will be able to demonstrate as a result of the instruction. Competencies function as the basis for building the instructional program to be offered. Teacher evaluation of students, based upon their ability to perform the competencies, is an integral part of a competency-based system.
- (10) "Minimum competency lists" contain competencies validated by statewide technical committees, composed of representatives from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential competencies which lead to entry level employment and are not intended to be the only competencies learned. Districts will choose one set of competencies per service area upon which to build their program or follow the process detailed in 281-subrule 46.7(2) to develop local competencies.

(11) "Clinical experience" involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.

"Field training" is an applied learning experience in a nonclassroom environment under the supervision of an instructor.

"Lab training" is experimentation, practice or simulation by students under the supervision of an instructor.

"On-the-job training" is a cooperative work experience planned and supervised by a teacher-coordinator and the supervisor in the employment setting.

- (12) "Coring" is an instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one vocational program to meet the standard.
- (13) "Articulation" is the process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in a vocational program. An articulation agreement is the written document which explains the decisions agreed upon and the process used by the institution to grant advanced placement or credit.
- (14) "Multioccupational courses" combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are a part of the related instruction.
- j. Vocational education/nonpublic schools (five units). A nonpublic school which provides an educational program that includes grades 9 through 12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations. By July 1, 1993, instruction shall be competency-based, articulated with postsecondary programs of study, and may include field, laboratory, or on-the-job training.

Immigrants:

Nonpublics

Purpose:

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient (LEP) students in federal statute), including

immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. AEA/LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by AEA/LEA.

Guidance:

General Guidance:

The Immigrant form collects data on students born outside the United States.

Questions regarding Immigrant Students:

1. What is an immigrant child or youth?

For purpose of Title III an immigrant child or youth:

- ✓ was born outside of the United States (the 50 states, including Puerto Rico and the District of Columbia),
- \checkmark is between the ages of 3-21, and
- ✓ has not being attending schools in the States for more than 3 full academic years.

2. Should students be asked if they are immigrants?

No, students should not be asked if they are immigrants. This information should come from your registration information or the Home Language Survey. It is not appropriate to ask the students this question.

3. How could you find out if a student is an immigrant or not?

Find what the student's place of birth is. If the student was not born in the States (including Puerto Rico and the District of Columbia) then the student could be an immigrant.

4. Does the immigrant student have to be limited English proficient or English language learner?

No, immigrant identification does not have anything to do with English language proficiency. It is an issue of place of birth, age, and time enrolled in school.

Examples:

The following are some examples of students that qualify as immigrants as long as they are between the required ages and years in school in the States.

- ✓ a child or youth born in England (first language is English),
- ✓ a child or youth whose parents are US citizens, he/she speaks English but was born in Italy (or any other county), and
- ✓ a child or youth who was adopted from another county.

The following students are not immigrants:

- ✓ a child born on U.S. military bases,
- ✓ a foreign exchange students, and
- ✓ a student who has attended school in the U.S. for more than three full academic years.

LEP Student Count:

Nonpublics

Purpose:

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient (LEP) students in federal statute), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. AEA/LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by AEA/LEA.

Guidance:

General Guidance:

English Language Learner/Limited English Proficient (ELL/LEP) refers to a student who has a native language other than English and whose proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

This count should be taken on October 1. For each ELL/LEP language represented in your school, select the language and enter a count of LEP students by grade.

✓ Be sure that students with a native language of English are not included.

Once a by-grade count for all ELL/LEP home languages has been entered, please enter the total of the number of students receiving instruction in their native language.

✓ If there are no English Language Learner/Limited English Proficient students, please check the No LEP Student box.

New LEP Student Identification:

Nonpublics

Purpose:

To meet the requirements of Title III. Title III is to ensure that English language learners (referred as limited English proficient (LEP) students in federal statute), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. AEA/LEA must provide, on an equitable basis, educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in non-public schools in areas served by AEA/LEA.

Guidance:

General Guidance:

Limited English Proficient (LEP): A student who has a language other than English and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Language Proficiency Placement Test: The number of new LEP students by grade level and the type of Language Proficiency Placement Test they took during the first 30 days of the current school year.

Language Proficiency Level: The number of new LEP students by their Language Proficiency Level.

Student Enrollment:

Nonpublics

Purpose: Enrollment data is collected in accordance with Iowa Code 256.9(24) for state reporting purposes.

Guidance:

General Guidance:

This form collects the breakdown of students served by race/ethnicity, gender and grade as of October 1.